

**ESP TEACHERS' ROLES AT UNIVERSITY OF
MUHAMMADIYAH MALANG**

THESIS

**In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education**



by:
KARINA SARI
201410560211004

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITY OF MUHAMMADIYAH MALANG
April 2019**

LETTER OF STATEMENT

I, the undersigned:

Name : KAMONA SAMI

Student Number : 201410560211084

Study Program : Master of English Language Education

Hereby, declare that:

1. The thesis entitled: **THE TEACHERS' HOPES AT UNIVERSITY OF AN-GRAHATAMAHYADI MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON-EXCLUSIVE ROYALTY**)

Thus, this statement is made truthfully to be used as appropriate.

Malang, 4 Agustus 2019

The writer,


KAMONA SAMI

ESP TEACHERS' ROLES AT UNIVERSITY OF
MUHAMMADIYAH MALANG

Proposed by:

KARINA SARI
201410560211004

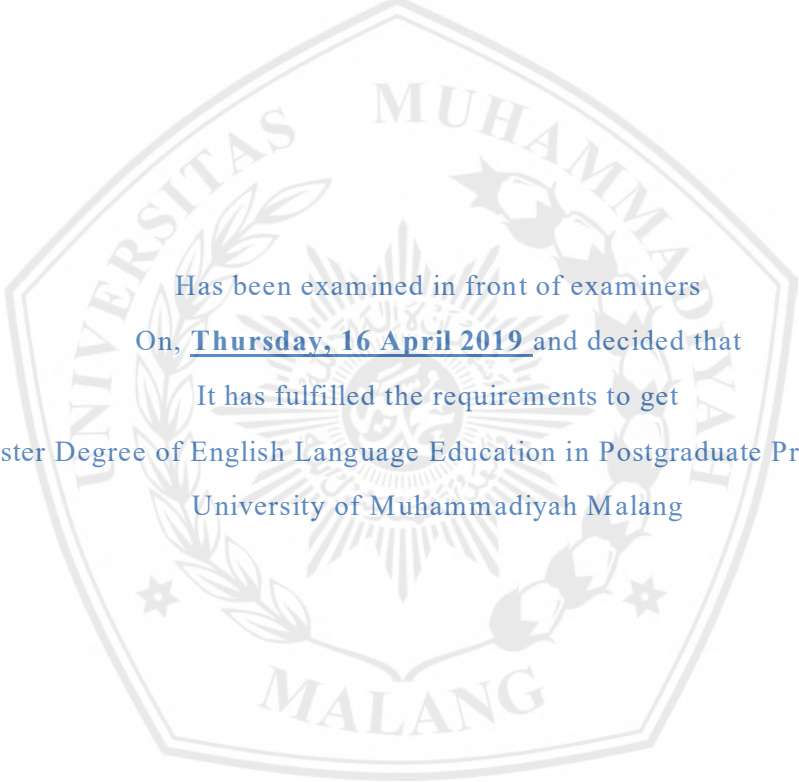
Has been accepted on
Saturday, 4 August 2019



THE S I S

Written by:

KARINA SARI
201410560211004



Has been examined in front of examiners
On, Thursday, 16 April 2019 and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education in Postgraduate Program of
University of Muhammadiyah Malang

The Examiners:

Chief	: Dr. Hartono
Secretary	: Bayu Hendro Wicaksono, Ph.D
1 st Examiner	: Dr. Sri Hartiningsih
2 nd Examiner	: Dr. Estu Widodo

ABSTRACT

This research is to investigate the roles of teachers, especially at the university level and inform the students' perceptions of the teachers' roles in the teaching and learning process of English for Specific Purposes by A basic interpretative study. In this research, the researcher wanted to find how the ESP teachers applied their roles in the classroom so the researcher selected the authoritative teacher as research subject to be representative of ESP teachers at Language Center, , the researcher would apply three methods in data collection: doing an observation, interview which is to gather detailed information of the research questions and giving the questionnaire to the students. Based on findings and discussion, it showed that ESP teachers applied the ESP teacher's roles in the class. They played their roles as a controller, an assessor, a manager, a resource, a participant, an investigator, and a role model although the percentages of each roles could be different between one meeting and another meeting. It was caused by five reasons namely; limited time, the number of students, activity in the classroom, English skill of ESP class, and level of students. Furthermore, the finding also showed that the students showed positively towards the teacher's role in the teaching and learning process. It made the activity in the classroom more interesting. However, the teachers and students agreed that the teachers rarely played their role as an investigator.

Keywords : *Teachers' Role, Student Perceptions, ESP,*

INTRODUCTION

At the university level, English will be taught in the form of English for Specific Purposes (ESP) for students in different departments at the universities (Nurhayati, 2008). It is expected that the students can develop their English to support their academic life and to prepare them for future jobs. Hutchinson (1987) explained that the student's purposes are the main motivation why ESP is built. Therefore, all topics, materials, and strategies applied in ESP should be focused on meeting those expectations. ESP can also be described as a type of Specific English lesson established for certain points. Usually, it is designed based on students' needs and in accordance with their field or profession.

Furthermore, as English in ESP used by specific understanding rather than English in common use, ESP teachers should pace up the latest approach, theory, and knowledge. Unfortunately, in Indonesia, ESP teachers have a problem, that is of lack of training and workshop (Abudira, 2009). He said also that in relation to facilities and materials, ESP teachers need to hold an observation about what the real expectations from the students who mostly are adults. They have their own strategy to assist them in the learning process and interest with some topics which are closely related with their daily activities. Additionally, they also have expectation that the materials will be presented in various ways, and they are given an opportunity to practice more and more (Harmer, 2001). By doing so, ESP students will be more motivated in joining the learning activities.

Richard (2006) demonstrates that the last three decades witnessed the development of the field of ESP. It aims at improving the quality of teaching, as

well as of learning by focusing the students' need, motivation, and strategies while they use to learn at the process of teaching and learning. It should be considered without neglecting the roles of teachers that are not only course developers but also other roles which need to apply and improve.

The role of teacher has traditionally been a gatekeeper of information. They had access to the information that their students needed. This was an important role in classroom management 30 years ago when the classroom was the focal point of information dissemination (Johnson and McElroy, 2010).

In fact, today's students also represent the generations to grow up with new technology. Computers, video games, digital music video, video cams, mobile phones, and all digital devices, such as email, internet, and computer games have become parts of their daily life (Prensky, 2001). In short, new technologies have been such a defining feature in the lives of younger generations that they determine a fundamental change in the way young people communicate, socialize, create and learn. Consequently, this environment and the total volume of their interaction with technology will effect on the way of think and process information fundamentally and differently from 30 years ago.

Indeed, teachers apprehend the needs of today's students as well as the roles of teachers. Teachers should be aware of what roles and effective ways in dealing with the today's students. They encounter in classroom practice for teacher's role is to adjust with the condition and characteristics of the teaching and learning environment (Entwistle, McCune & Hounseel, 2002).

Widiati (2001) found that teachers should be effective as well as friendly, helpful, and congenial instructors and lecturers. They should be able to emphasize with students, understand their world, and listen to them. It was also emphasized by Kurniawan (2011). He said that teachers should act not only like a lecturer but also like an instructor, a motivator, and a friend of their students.

It is in line with Deiro (2004) who says:

Teachers want answer. We know the needs of today's students are changing. We know we face intense challenges with students today than teachers did thirty years ago. We are all too familiar with the difficulties situations between us and our students on technology. We need answer. We need to know effective ways to deal with the complicated human situations we encounter daily in our classrooms- and we do not want to be social workers. We are Teachers. (Deiro, 2004)

Based on the above explanation it is important to investigate the roles of teachers, especially at the university level, because the teaching role framework describe the complexities of teaching in universities (Harden & Crosby, 2000) and the result will be described the ESP teachers roles at University of Muhammadiyah Malang. Besides, this research will inform the students' perceptions of the teachers' roles in the teaching and learning process of English for Specific Purposes.

STATEMENT OF THE PROBLEMS

Based on the background of the study, the research questions are stated as follows:

1. What are ESP teacher's roles in the teaching and learning process of English for Specific Purposes?

2. What are the students' perceptions of teachers' roles in the teaching and learning process of English for Specific Purposes?

REVIEW OF RELATED LITERATURE

Unal (2014) in his article explained that ESP exists because of the willingness from group of people who feel that they need to build specific understanding in English rather than just English in common use. They expect something more specific which will equip them better, especially in competing in the real work in the future. For example, when they are interested in economic area, they will need to know certain terms which are closely related to their field.

The term of English Specific Purposes (ESP) can be categorized by Dudley-Evans (1998) into two, namely absolute and variable characteristic. In absolute characteristics, ESP is explained as an English lesson given to certain group of people to reach their initial requests. In practice, it will apply all appropriate procedures and action based on the level and age of the students, also ESP will mainly focus on all aspects that will help students in broadening their English skills and knowledge, for example, sentence, structure, expressions, and some others. Different from absolute characteristic, the variable characteristics see ESP as a special subject addressed to certain field or area and uses many approaches compared to common English lessons.

ESP as a teaching method is different with general English, and the main aspect of this difference is the Teacher. The ESP teacher has got more roles to play in addition to be a teacher (Saadia, 2013). Hutchinson and Waters (1987)

claim that being an ESP teacher requires more than being only a language provider. ESP teacher has got several roles to play in addition to teaching. For this purpose ESP teacher is expected to have some knowledge more than English General Teacher.

Teacher as controller

Everything in the class is controlled by the teacher and is in their responsibility. Teacher educates the students by introducing the target language, giving tasks, using repetitive drilling techniques and leading them through the content. Furthermore, the teacher has complete control when it comes to the pace of a lesson, which means that everyone in the class is taught on the same level (Keller, 2016).

The way of leading a class depends on the character of the teacher. Some teachers are very open minded and do not hesitate being the centre of the lesson, whereas others prefer to let the students interact by themselves (Harden, 2000). A crucial factor however is, that the teacher keeps in mind not to act too much (Finley, 2000). She said also students need to have their own free time to learn the treated content which means that control has to be reduced sometimes. Otherwise one risks to hamper the student's progress. Therefore, too much talking is not recommendable as students do not get the chance to communicate by themselves (Hammer, 2008).

Teacher as Assessor

Evaluation is one of the most important parts of teaching due to its huge impact on the development of the students (Hutchinson and Waters, 1987). It can

influence their motivation and behavior but wrong handled also work negatively on them. For that reason, it is necessary to be aware of the consequences when assessing students. According to Keller (2016), mainly an Assessor has two main tasks: Correcting and giving feedback. The means for that are varied by giving comments, praising the work being done, giving marks and grades or making reports on particular students documenting their development.

According to Finley (2000), while reacting to a student's performance a teacher can assess it differently: Directly (explicit) by giving a positive response immediately or in a more passive way (implicit) saying nothing. The latter contains the danger, that students may misjudge silent reactions thinking negatively about it. To avoid uncertainty it is recommendable to clearly show the students how one organizes feedback. it is necessary to differentiate between a fluency or an accuracy task. During a fluency task the communicative aspect is focused.

Therefore, the teacher needs to decide at what time feedback (e. g. correction or suggestion) is necessary or if it is better to assess the task afterwards (Hammer, 2008). He said the focus lies on communication and intervention might influence the learning effect negatively by "breaking the flow". A different view is needed on accuracy tasks. Here students are supposed to fulfill their work correctly and without mistakes. The teacher has to give response to the performances straight away, correcting students and helping them to find the correct solution. Basically, the difference between the two task forms is, that on

the one hand, teachers act more passively in the background (fluency), and on other hand, influence the task actively (accuracy) (Keller, 2016).

Teacher as Manager

Managing a class is the first step and perhaps the most influencing task for the teaching itself (Saadia, 2013). The teacher is like a coach for a team of players. Their tasks are to organize, to lead, to give instructions, to evaluate and to manage the group. Only with a good coach a team is able to win the game and that is exactly the same case in the classroom. A good teacher takes the students in their hands, guiding them through the learning process and creating teaching prerequisites.

Discipline in the classroom is a major part for being able to teach appropriately (Harden, 2000). Therefore, it is necessary to establish certain routines which the students recognize and follow. Routines, like starting and finishing a lesson, the way a lesson takes place, what is allowed and what is not or how the students are expected to behave, have to be clearly arranged. The earlier a teacher starts establishing routines, the quicker they can start teaching. This can be tiring and requires patience and a lot of endurance, but only when students know how a class is managed and how far they can go, it is possible to get them under control. Even unconsciously they will try to find out where the borders of the routines are, by talking with the neighbor or disrupting learning processes. The more decisive the reminders about the rules are, the more settled the routines become.

Moreover, Keller (2016) said teachers should also monitor the usage of the target language to enhance the learning process. Of course a good manager has to keep in mind more than just routines and the classroom. For good lessons, teachers have to prepare everything from the start until the end. Lessons have to be constructed appropriately: tasks must be suitable for the level of the students, time must be scheduled accordingly, resources must be chosen and the instructions must be understandable. It is recommendable to double check whether every student has understand what is going on and what they are expected to do. The better the explanation of the teacher, the more likely it is, that the students will perform successfully.

Another part is the time management which must not be neglected during the lesson. Teacher need to count if the task is too long or it is too short for student so they need further challenges (Hammer, 2008).

Teacher as resource

Basically there are two different ways for a teacher to act as a resource. One aims to provide students with necessary knowledge if needed, whereas the other one influences them actively through oral production from the teacher (Keller, 2016).

Sometimes students have problems with a task or struggle during a performance, therefore teachers should always be ready to offer help if it is needed. The knowledge of the teacher can be a great benefit for students who seek help, for example during a communicative task, when a word is unknown or the flow is interrupted. In situations like these, students can use the teacher's

knowledge as a resource and get the missing part (a word, a strategy, a hint etc.) to finish the activity. The teacher acts passively in this case only acting when students ask for help.

The other resource type is rather active and one of the most influencing: the teacher talk (Hammer, 2008). Oral production from the teacher is by far the biggest constant resource of the target language students have. Teacher talking can be highly beneficial for the students because they get a chance to hear language which is certainly above their own productive level. Students listen to fluent English over and over again, train automatically their comprehension and spoken English slowly becomes natural. This can be so influencing that students might start to use parts of the language production themselves. This also means that the quality of teacher talk must be on a high level, but still according to the grade of the students (Finley, 2000).

Teacher as participant

In lessons all kinds of activities take place and are major part of teaching (Hatchinson and Water, 1987). Sometimes, it is a good idea that the teacher participates in an activity and acts on the same level as the pupils (Keller, 2016). It is a welcome change for the students to interact differently with their teacher. Thereby, activities like simulations or role plays become more interesting and have higher learning effect, since students have opportunity not only to listen to somebody who has a much higher language competence, but also to communicate directly with them. This enables students to participate the target language

actively and get help if needed. Teachers who take part in an activity are highly involved in what is going on and can help the students directly when necessary.

Naturally, the teacher knows the aims or solutions of activities and therefore it might be difficult for teacher to act equally (Hammer, 2008). Nevertheless, teacher should avoid to take over the control of the task and remain in the background. Keeping the interaction or participation as natural as possible is the main goal to really enhance the learning effect.

Teacher as investigator

The role as an investigator has not explicitly something to do with teaching in class. Clearly not only students have to learn and make progress but also teacher has to do so and find ways of improvement (Keller, 2016). First of all, teacher need to rethink their behaviour and teaching skills. Secondly, another option is to ask a colleague to attend their own lesson and to evaluate the teaching performance. Sometimes it helps to get an opinion from outside class to get attentive about mistakes. Thirdly, teacher can also gain insights by themselves during the lessons by investigating what is going on, observing what works well in class and what does not, trying out new technique and activities, and considering their usefulness. The last, working directly with the students, analyzing their views and opinions will be a key factor of being an investigator since they know how a good lesson works and when they really learn something.

According to Hammer (2008), investigation can highly influence the way teacher perceives their own work. Investigator who rethink their work and develop constantly will find the teaching of English constantly rewarding.

Teacher as role model

A teacher does not only influence students at school, but also to some extent in their whole life (Finley, 2000). Every student remembers their teacher and has learned something. Teachers should always interact honestly, never favoring particular students or lying to them. favored students might get mobbed by others, who themselves feel unwanted or treated unfairly. Furthermore, according to Harden (2000) it is dangerous to pretend to know everything, because if students get to know that a teacher has lied to them, telling them something that is wrong, they are likely to treat the teacher with less respect. Students will never forget unfair treatment and not admitted ignorance with the result to possibly act like that themselves.

Keller said (2016), teachers should treat students with respect, show them that they are like and behave affectionately. Loving teachers are very popular among the students and will remain a big role model throughout their childhood. Furthermore, students who can confide in the teacher will highly appreciate the given help and learn to listen to others too.

A good teacher will help the students to develop all the great qualities of civilized human beings and therefore acts exemplarily. The role model can be found in every other role because teachers should always act as good examples (Hammer, 2008).

Student Perceptions

Student perceptions are their thoughts, beliefs, and feelings about persons, situations, and events (Hazali, 2014). In designing, developing and delivering an

education courses, student needs and perceptions should be central. A courses aiming to meet student expectation and needs may lead teacher to student involvement (Hall, 2001). Researches often show that student perceptions are as an important determinant of student behaviour. Understanding of these perceptions can be more useful in explaining their behaviour than the well-intentioned inferences sometimes made by teachers.

While students in higher educations regularly rate their teacher, the use of student perceptions survey is a relatively recent phenomenon. Student perceptions surveys must be reliably evaluate teacher effectiveness. The primary methods used to evaluate teacher performance are classroom observations and standardized test scores. Therefore, recently student perception survey has focused on student feedback because student feedback can be used as a reliable measure of teacher effectiveness (Hanover Research, 2013). It proves the fact that student have the most contact with teachers and are the direct consumers of a teacher's service (Goe, Bell, & Little, 2008). Furthermore, student feedback can provide more informations that helps teachers improve their practice (Baker, 2011) and Student feedback allow for a more robust definition of teacher effectiveness (Wilkerson et al, 2000).

The use of student perception surveys in feedback and evaluation can help to figure out the aspects of teaching practice which make some teachers more effective at helping student's learning process, and also show that student observations and experience can be used as a valid source of feedback for teachers and principals. Baer said (2013) teacher have realized that student perceptions

survey results are important for them because they can realize their strenghts and weaknesess and develop new effective teaching strategies. It can provide accurate measures of teacher effectiveness when the proper survey is showed student feedback as the accurate instrument.

Baer (2013) said also some advantage of using student perception survey:

- a. Survey can provide important feedback regarding teacher behaviours and the classroom environment
- b. Survey results can point to strenghts and opportunities for greater development
- c. Survey data are powerfull complements to other measures : observation, self reflections/self assessment. Analysis of student artifacts, student achievement data, and analysis of teaching and learing conditions data.

Although student perceptions surveys have been shown to be effective in evaluating teacher effectiveness, researcher have not reached the agreement on how the student perceptions survey should be managed or how much weight they should involve in teacher's evaluation. So they emphasize that student perceptions survey should be used in combination with other measures such as student achievement and classroom observation.

RESEARCH METHOD

In this research, the researcher tried to understand a phenomenon of Role of teacher which is applied by ESP teacher. The researcher described the result

through interpretation and a detail description. Therefore, qualitative research design suited for this research.

The researcher would select three teachers as the research subjects based on the result of those evaluations and also the length of teaching experience. As the information, for this semester, ESP Teachers had to teach 3 skills classes; Writing, Speaking, and Reading. It meant that the researcher would observe 3 classess of each ESP teachers. Furthermore, the researcher wanted to describe also the students' perceptions of the teacher's roles which was applied by ESP teachers. In this research problem, the students of three ESP selected teachers in writing, speaking, and reading classes would be the research subject also.

The researcher prepares the instrument used to collect the data. Creswell (2012) says, in qualitative research, the researcher needs to engage in extensive data collection, manage the time on data collection, and realize the phenomenon. In this research, the researcher would apply three methods in data collection: doing an observation, interview which is to gather detailed information of the research questions and giving the questionnaire to the students.

In analyzing the data, the researcher described in three stages as follows (Creswell et. al, 2011).

1. Familiarizing and organizing

In familiarizing and organizing, researcher had several steps. Firstly, the research managed all of the data that is gained from the result of recording observation and trasncribed interview. Secondly, researcher organized all the questionnaire from the student to get the score of the students' perceptions.

2. Coding and Categorizing

In coding and categorizing, researcher used several steps. Firstly, the researcher gave the code to the result of the recording observation and transcribed interview based on the research problems. The table below is the guideline for presenting the data.

Table 1: Code of analyzing the data

No	Code	Meaning	Example
1	Ob	Observation checklist code	(Ob-1/P.10)
2	P	Point	(Ob-3/P.20)
3	TI	Transcript Interview code	(TI-1/L.25-40)
4	L	Line	(AP-3/L. 33-50)
5	Vob	Video Observation	(Vob-1/T. 46:30)
6	T	Time	(Vob-1/ T. 12:15)
7	T1	Teacher 1 (Initials of Interviewee)	
8	T2	Teacher 2 (Initials of Interviewee)	
9	T3	Teacher 3 (Initials of Interviewee)	

Secondly, researcher categorized all the result of the recording observation and the transcribed interview based on the code to get directly answers of the research problems.

3. Interpreting and representing

In this step, firstly, the researcher interpreted the result of observation on recorded video and the result of questionnaire. Furthermore, the researcher represented the result of transcribed interview based on the result of data analysis by using description and interpretation.

For students' perception, researcher referred to Krosnick and Presser (2009) for scoring system in the following details

- a. The grading system of rating scale:

Scale	Point	
Often	5	Should ensure extermely effective performance
Regularly	4	More then adequate for effective performance
Sometime	3	Should be adequate for effective performance
Rarely	2	Insufficient for performace requirements
Never	1	No performace

- b.

$$\text{Total Mean Score} = \frac{\text{Total of all scores in questionnaire}}{\text{Total number of score}}$$

- c. For interpreting the result of each score in perception :

> 3 (negative)	3 (netral)	< 3 (positive)
-------------------	---------------	-------------------

RESEARCH FINDING

In this section, the researcher presents answers to the research questions stated in Chapter I. The findings are divided into two parts, namely ESP teachers' roles and the students' perceptions of the ESP teachers' roles.

ESP Teachers' roles

In this part, the researcher presents the results both from observation checklist and interview to describe the ESP teachers' roles in the teaching and learning process. The result showed each role of the teachers during the classroom

activities. It was proven by the observation and interview done by the researcher which can be seen in the following findings

1. Teacher as Controller

Based on the result of the data analysis, it was found that the ESP teachers acted as controllers in their teaching and learning process. In this case, they did the following activities; educating the students by introducing the target language (T1 and T3), giving tasks (T1, T2, and T3), using repetitive drilling techniques (T1, T2, and T3), leading them through the content by explaining the material (T1 and T3), and teaching them at the same level (T1, T2, and T3).

From the explanation above, T2 did not play two components as a controller which was educating the students by introducing the target language and leading the students through the content by explaining the material. It happened because T2 asked every student to do a presentation based on the material which was given in the last meeting.

Researcher : Only taking a score based on their presentation?
T2 : Yes, because I need to assess them also not only deliver the material (T1-V/L.28-30)

Note: for complete of interview transcriptions, see appendix III

Furthermore, T1, T2, and T3 acted as a controllers although sometime they could not apply all the components in one meeting. It was caused by the activity in the classroom which required them to apply other teachers' roles rather in addition to their role as controllers.

2. Teacher as Assessor

Based on the result of the data analysis, it was found that the ESP teachers acted as assessors in their teaching and learning process. In this case, they did the following activities; giving comments (T1, T2, and T3), praising the work being done (T1, T2, and T3), making reports on particular students, documenting their development (T1,T2, and T3), and giving marks or grades (T1 and T3).

The result showed that T2 did not give marks or grades in the class because the teaching and learning activities in the class were focus on delivering the material only.

Researcher : Why did you not take your student's score in the writing class?

T2 : Because I need to explain more detail about the material. It is hard to teach in a big class. I have more than 60 students. (TI-V/L.25-27)

Note: for complete of interview transcriptions, see appendix III

Moreover, T3 also said that making a regular report on documenting the students' development needed not only their final test score but also some other components. So, it was another hard job that ESP teachers had done while they had more than 50 students in each class.

Researcher : How do you assess your students?

T3 : The student's assessment was done by collecting the score on their participation in the classroom, tasks, middle test, and final test. The score should be in qualitative and quantitative because we have different levels of the students who learn in different departments. So, we need to write all the improvement and see their characteristic so we can conclude our qualitative score. (TI-IX/L.25-29)

Note: for complete of interview transcriptions, see appendix III

T1, T2, and T3 were trying to apply all the components of being good assessors although they faced the difficulties in assessing the big number of the students. In fact, they could have 50 students or more in a big class, all of whom needed to understand the material being assessed.

3. Teacher as Manager

Based on the result of the data analysis, it was found that the ESP teachers acted as manager in their teaching and learning process. In this case, they did the following activities; establishing certain routines that the students should recognized and followed (T1, T2, and T3), giving tasks that were suitable with the levels of the students (T1, T2, and T3), giving the understandable instructions (T1, T2, and T3), monitoring the usage of the target language to enhance the learning process (T1, T2, and T3), and managing the scheduled time accordingly (T2 and T3).

Based on the result, T1 was not able to manage the scheduled time in doing the task. It was caused by the limited time in the teaching and learning process.

Researcher : Is it possible for us as a teacher to apply the teachers' roles in the classroom in one meeting?

T1 : I believe, it's not possible. It's hard to apply all teachers' roles in one meeting because we have a limited time- 2 credits for 100 minutes-.For the example, in a big class, we cannot directly give the feedback to the students, because we need to make sure that all students understand the material.(TI-I/L.22-27)

Note: for complete of interview transcriptions, see appendix III

Although T1, T2, and T3 applied all the roles, it did not mean that they would apply them in one meeting due to the limited time. Teaching a two credit

course means that the teacher only had 100 minutes to deliver the material. With this limited time, they decided to focus on delivering the material rather than doing the assessment. The assessment could be done in the following meeting.

4. Teacher as Resource

Based on the result of the data analysis, it was found that the ESP teachers acted as resources in their teaching and learning process. In this case, they did the following activities; giving the topic based on the levels of the students (T1, T2, and T3), helping the students understand the missing part in the activity (a word, a strategy, a hint, etc.) (T1, T2, and T3), speaking in the target language to give the instructions (T1, T2, and T3), using the understandable target language to the students (T1, T2, and T3), and giving the example how to pronounce some difficult words (T1 and T3).

Based on the result above, T2 applied almost all of the components of being a resource. T2 did not give the example how to pronounce some difficult words to the students.

*Researcher : How should we apply the teachers' roles?
T2 : Teachers' roles will depend on the student, teacher and activity in the classroom. For example, if we teach the student who are in advance level, our resource as teacher is limited because they are independent learners. As a teacher, if our student needs our participation in the classroom, we can do it. But if we think that they understand our instruction, it is okay that we only monitor them. (TI-V/L.17-21)*

Note: for complete of interview transcriptions, see appendix III

Overall, T1, T2, and T3 showed that they could be good resources for their students by applying all the components. Besides, the level of the students could

be one of the issues on being a good resource. So, when the teacher taught the advanced students, he or she would apply as a resource more than as a manager or a controller. Besides, when he or she taught the intermediate students, he or she could only control the class without becoming a resource because the students could be independent learners.

5. Teacher as Participant

Based on the result of the data analysis, it was found that the ESP teachers acted as participants in their teaching and learning process. In this case, they conducted the activities like simulations or role plays which became more interesting for the students, since they had an opportunity not only to listen to the teachers who had better language competence, but also to communicate directly with them (T1 and T2). Teachers needed to keep the interaction or participation as naturally as possible since the main goal was to enhance the positive learning effect.

In contrast, T3 only gave a simulation in the activity in the class. T3 felt deeply ashamed to take part in the activity.

Researcher : How should we apply the teachers' roles?

T3 : Based on the skill. For the example, in speaking class, it will be easy for us to be a participant but in reading and writing classes, it will be more easy for us to be a resource (TI-IX/L.15-18)

Note: for complete of interview transcriptions, see appendix III

It seemed that T1, T2, and T2 who taught in reading, speaking or writing would be affected the use of teachers' roles. For example, if a teacher taught reading and writing, he or she applied more as a resource than as a participant.

Besides, if a teacher taught speaking, he or she applied more as a participant than as a resource.

6. Teacher as Investigator

Based on the result of the data analysis, it was found that the ESP teachers acted as investigator in their teaching and learning process. In this case, they did the following activities; giving the regular questionnaire, asking a colleague to attend their own lesson and to evaluate the teaching performance, analysing students' views and opinions on the activity at the end of the class, and trying out new techniques and activities in the class (T1, T2, and T3).

Based on the explanation above, it showed that T1, T2, and T3 only applied one component of being investigators. The other components were not done because of the limited time in one meeting.

7. Teacher as Role Model

Based on the result of the data analysis, it was found that the ESP teachers acted as role model in their teaching and learning process. In this case, they did the following activities; treating their students with respect (T1, T2, and T3), acting as a good example to develop the students' qualities (T1, T2, and T3), and interacting honestly (T1, T2, and T3). Overall, they showed a good role model to their students because they applied all of the components of being a role model.

Students' Perception of the ESP Teachers' Roles

This section presents the results of the data analysis from the questionnaires and interviews concerning the students' perceptions of ESP teachers' roles as controller, assessor, manager, resource, participant, investigator

and role model in the teaching and learning process. The rating scale suggested by Krosnick and Presser (2009) was used to interpret the positive attitude (with score > 3) and the negative attitude (with score < 3) which have a neutral attitude (a midpoint score = 3).

Table 1 : Teacher as Controller

Components	Mean
Teaching the students by introducing the target language	4.3
Giving tasks	3.6
Using repetitive drilling techniques	3.9
Leading them through the content.	4.4
Teaching the student on the same level.	4.4
Total Mean	4.12

From Table 1 above, it can be seen that the students reacted very positively with total mean score of 4,12 towards the teacher's role as a controller in the teaching and learning process. In this case, the students felt that the teacher could introduce the target language (M= 4,3), gave tasks to the students (M, 3,6), and used repetitive drilling techniques (M= 3,9). In addition, the students found that the teacher led them through the content (M= 4,4) and taught them on the same level (M= 4,4).

Table 2 : Teacher as Assessor

Components	Mean
Giving comments & feedback	4,1
Praising the work being done	4,0
Giving marks and grades	4,4
Total Mean	4,2

Table 2 shows that a fairly high number of the students hoped that the teacher already gave comments and feedback (M= 4,1) , also as many of them indicated that they needed more praised on the work being done (M= 4,0), Even higher of them believed that the teacher already gave marks and grades in every meeting (M = 4,4). In conclusion, the students reacted very positively with total mean score 4.2 towards the teachers' role as an assessor in the teaching and learning process.

Table 3 : Teacher as Manager

Components	Mean
Establishing a certain routines that the students should recognized and followed	4.4
Giving task that was suitable for the level of the students	4.1
Giving the understandable instructions	4.4
Total Mean	4.3

From Table 3 above, it can be seen that the students were positive about their teacher as a manager with total mean score 4,3 in the teaching and learning process. In this case, the students felt that the teacher established certain routines which the students recognized and followed (M= 4,4). The teacher had to clearly arrange how to start and finish a lesson, how a lesson taking place, what was allowing and what was not or how the students was expected to behave (see appendix III, TI-X/L.7-10). Furthermore, the students found that the teacher gave tasks which were suitable for the level of the students (M= 4,1) and gave the understable instructions (M= 4,4).

Table 4 : Teacher as Resource

Components	Mean
Giving the topic based on the level of student	4,3
Helping to understand the missing part in the activity (a word, a strategy, a hint, etc)	4,5
Speaking in target language to give the instructions	4,2
Using the understandable target language to the student	4,3
Giving the example how to pronounce some difficult words	4,3
Total Mean	4,3

Table 4 shows that the students believed their teacher was being a good resource in the teaching and learning process by giving the topic based on the level of student (M= 4,3), helping to understand the missing part in the activity (M= 4,5), speaking in the target language to give the instructions (M= 4,2), using the understandable target language to the student (M= 4,3), and giving the example how to pronounce some difficult words (M= 4,3). Lastly, the students reacted very positively with total mean score of 4,3 towards the teachers' role as a resource in the teaching and learning process.

Table 5 : Teacher as Participant

Components	Mean
Joining the activity in the class and doing a simulation how to do the activity	4,3
Total Mean	4,3

The students liked an idea that the teacher participated in an activity and acted on the same level as their students as shown in Table 5 (M= 4,3). The students believed that activities like simulations or role plays became more

interesting because they would have an opportunity not only to listen to their teacher who had a much higher language competence, but also to communicate directly with them (see appendix III, TI-XI/L.4-6, 16-17). Overall, the students reacted very positively with total mean score 4,3 of towards the teachers' role as a participant in the teaching and learning process.

Table 6: Teacher as Investigator

Components	Mean
Analizing student's views and opinions on the activity in the end of the class.	3,2
Giving the regular questionnaire	3,2
Total Mean	3,2

Table 6 shows that the students did encounter the difficulties during seeing their teacher as an investigator. The students thought that the teacher sometime worked directly with them to see their views and opinions on the activity in the classroom (M= 3,2). Furthermore, they believed that teacher rarely asked them to fill the regular questionnaire (M= 3,2). They only filled the questionnaire which was prepared by Language Center UMM iat the end of the semester. In conclusion, the students were positive with total mean score of 3,2 towards the teachers' role as participant in the teaching and learning process.

Table 7: Teacher as Role Model

Components	Mean
Acting as a good exemplary	4.4
Total Mean	4,4

In Table 7 above, it can be seen that the students showed positive perception toward with the total mean score of 4,4 the appropriateness how their teacher acted as a good exemplary in the teaching and learning process, especially the teacher always tried to interact honestly, never favoured particular students or told a lie to them (M= 4,4). The teacher treated students with respect, showed them that they were like and behave affectionate. They were also very popular among the students and would remain a big role model throughout their childhood (See appendix III, TI-VI/L6-10).

DISCUSSION

This section of this chapter discusses the findings of ESP teachers' roles and students' perceptions.

The ESP teachers have got more roles to play in addition to be teachers (Saadia, 2013). Furthermore, Hutchinson and Waters (1987) claim that being an ESP teacher requires more than being only a language provider. ESP teachers have got several roles to play in addition to teaching. For this purpose, ESP teachers are expected to have some knowledge more than English General Teachers. At least, there are seven teachers' roles which should be acted by teachers as controllers, assessors, managers, resources, participants, investigators, and role models (Keller, 2016).

In fact, T1, T2, and T3 already tried to be good teachers by applying teachers' roles in the teaching and learning process. The findings of this present research showed that they applied all the teachers' roles although they missed one

or more of the components due to the limited time, number of students, the classroom activity, English skill's class, and level of the students.

Firstly, teaching an English subject in 2 credits means that the teacher only had 100 minutes to deliver the material. With this limited time, he or she decided to focus on delivering the material rather than doing the assessment. The assessment could be done in the next meeting.

Secondly, the number of students could affect the way the teacher played their roles due to a big class which had 50 students or more, he or she needed to make sure that all the students understood the material.

Thirdly, the teachers sometime could not apply all the components in one meeting. It was caused by the activity in the classroom which required them to apply other teachers' roles.

Fourthly, the teachers who taught reading, speaking or writing would affect the way they play their roles. For example, if a teacher taught reading and writing, he or she played more dominant role as a resource than as a participant. Besides, if a teacher taught speaking, he or she played more dominant role as a participant than as a resource.

Fifthly, the level of the students could be one of the issues on playing the teachers' roles. So, when the teacher taught the advanced students, he or she would play his or her role as a resource more than as a manager or a controller. Besides, when he or she taught the intermediate students, he or she could only control the class without becoming a resource because the students could be independent learners.

Furthermore, a teacher does not only influence students at school, but also to some extent in their whole life (Finley, 2000). Teachers should always interact honestly, never favoring particular students or lying to them. favored students might get mobbed by others, who themselves feel unwanted or treated unfairly. Furthermore, according to Harden (2000) it is dangerous to pretend to know everything, because if student get know that a teacher has lied to them, telling them something that is wrong¹², they are likely to treat teacher with less respect. Student will never forget unfair treatment and not admitted ignorance with the result to possibly act like that themselves.

Keller said (2016), teacher should treat students with respect, show them that they are like and behave affectionate. Loving teachers are very popular among the students and will remain a big role model throughout their childhood. Furthermore, students who can confide in the teacher will highly appreciate the given help and learn to listen to others too.

A good teacher will help the students to develop all the great qualities of civilized human beings and therefore acts exemplary. The role model can be found in every other role because teachers should always act as good examples (Hammer, 2008).

Furthermore, in designing, developing and delivering an education course, student needs and perceptions should be central. A course aims to meet the student expectation and needs may lead teacher to student involvement (Hall, 2001). Researches often show that the students' perceptions are as an important determinant of the student behaviour. Understanding of these perceptions can be

more useful in explaining their behaviour than the well-intentioned inferences sometimes made by the teachers.

Based on the finding and data analysis, the students reacted positively on teacher's roles. The students believed that the teachers already tried to be a good controller, manager, resource, participant, and role model. However, there were some points of components of being assessor and investigator which teacher could not apply it.

The teachers should understand that assessment feedback is one of components which is affecting the student perceptions. Biggs (2000) points out that assessment and feedback have to be considered by the teachers and the students as a vital part of the process of education. In contrast, on the finding and data analysis, the student felt that the teacher should praise more on the students' work being done. The students may misjudge by the silent reactions which was showed by the teachers as negative thinking. To avoid uncertainty it was recommendable to clearly show the teachers' reaction on student's work being done. .

Moreover, the teacher should know that understanding the teaching style will be enhanced if he or she had a list of elements of style that he or she can use as a basic for examining the impact of teaching style on the students' perception (Kasem, 2015). In fact, the students believed that the teacher should investigate more their own work by working directly with the students to see their views and opinions on the activity in the classroom and by asking the students to fill the regular questionnaire. It showed also on the result of observations, questionnaires,

and interviews that T1, T2, and T3 was rarely being an investigator. It happened because neither he or she asked the students whether they liked or disliked the activity in the classroom, gave the students a questionnaires to check the students' perceptions, and asked a comment or feedback from their college to see how their teaching in the classroom.

In addition, a good teacher will helps the students to develop all the great qualitis of civilized human beings and therefore acts exemplary. The role model can be found in every other role because teachers should always act as good examples (Hammer, 2008). Teachers treated their students with respect, acted as a good example to develop the students' qualities and interacted honestly. Overall, they played a good role model to their students which was as a dominant role of teachers' roles in the teaching and learning process. It showed by all of the components of being a role model which was played by the teacher and the highest score of student perceptions.

CONCLUSION

Based on findings and discussion, it can be concluded that ESP teachers applied the ESP teacher's roles in the class. They played their roles as a controller, an assessor, a manager, a resource, a participant, an investigator, and a role model although the percentages of each roles could be different between one meeting and another meeting. It was caused by five reasons namely; limited time, the number of students, activity in the classroom, English skill of ESP class, and level of students.

Firstly, teaching an English subject in 2 credits means that the ESP teachers only had 100 minutes to deliver the material. With this limited time, they decided to focus on delivering the material rather than doing the assessment. The assessment could be done in the next meeting.

Secondly, the number of students could affect the way the teacher played their roles due to a big class which had 50 students or more, he or she needed to make sure that all the students understood the material.

Thirdly, the ESP teachers sometime could not apply all the components in one meeting. It was caused by the activity in the classroom which required them to apply other teachers' roles.

Fourthly, the ESP teachers who taught reading, speaking or writing would affect the way they play their roles. For example, if an ESP teacher taught reading and writing, he or she played a more dominant role as a resource than as a participant. Besides, if an ESSP teacher taught speaking, he or she played a more dominant role as a participant than as a resource.

Fifthly, the level of the students could be one of the issues on playing the teachers' roles. So, when the ESP teachers taught the advanced students, he or she would play his or her role as a resource more than as a manager or a controller. Besides, when he or she taught the intermediate students, he or she could only control the class without becoming a resource because the students could be independent learners.

Furthermore, the finding also showed that the students showed positively towards the teacher's role in the teaching and learning process. It made the

activity in the classroom more interesting. However, the teachers and students agreed that the teachers rarely played their role as an investigator. It happened because the teachers did not ask the students whether they liked or disliked the activity in the classroom, they did not give the students questionnaires to check their perceptions nor ask a comment or feedback from their college to see how their teaching in the classroom.



REFERENCES

- Abudira. 2009. *The Problem of ESP Project in Indonesia*.
<https://abudira.wordpress.com/2009/06/30/the-problems-of-esp-project-in-indonesia/amp.htm> accessed on 10 August 2017
- Ary, Donald & et.al. 2010. *Introduction to Research in Education*. Canada : Nelson Education, Ltd.
- Australian Institute for Teaching and School Leadership. 2011. *Australian Professional Standards for Teachers*. https://www.aitsl.edu.au/docs/default-source/apst-resources/australian_professional_standard_for_teachers_final.pdf accessed on 15 August 2017
- Baer. 2013. *Student Perceptions Survey: Actionable Student Feedback Promoting Excellence in The Teaching and Learning*.
https://www.engageny.org/file/14921/download/student_perceptions_surveys_presentation.pdf accessed on 16 August 2017
- Baker, Catherine. 2011. *Instant Student Feedback and The Power of Social Media*. <https://bakercatherine.wordpress.com/2011/10/05/instant-student-feedback-and-the-power-of-social-media.htm> accessed on 16 December 2017
- Barzee, Sarah., & et.al. 2013. *Student Learning Objectives Handbook : For Teacher Evaluation*. Connecticut : Connecticut State Department of Education
- Basturkmen, Helen. 2006. *Ideas and Options in English for Specific Purposes*. London : Lawrence Erlbaum Associates, Publishers.
- Carver, D. 1983. *Some Propositions about ESP*. *The ESP Journal*, 2, 131-137.
- Creswell, W., John. 2011. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. USA : Pearson Education, Inc.
- Deiro. 2004. *Our Changing Roles as Teachers*.
https://us.corwin.com/sites/default/files/upm-binaries/6968_deiro_ch_1.pdf accessed on 10 August 2017
- Dudley & Evans, Tony. 1998. *Developments in English for Specific Purposes: A multi-Disciplinary Approach*. Cambridge: Cambridge University Press.

- Enwistle, N., McCune, V., & Hounsell, J. 2002. Approaches to Studying and Perceptions of University Teaching-Learning Environment: Concepts, Measures and Preliminary Findings. Edinburgh: School of Education, University of Edinburgh.
- Footprints Recruiting, 2015. How to Create a Positive Learning Environment. <https://footprintrecruiting.com/teacher-community/blog/how-to-create-positive-learning-environment.htm> accessed 15 August 2017
- Frankael, Jack R., and Norman E. Wallen. 2009. How to Design and Evaluate Research in Education. New York. McGraw-Hill Companies.
- Goe, L., Bell, C., & Little, O. 2008. Approaches to Evaluating Teacher Effectiveness : A research Synthesis. Washington DC: National Comprehensive Center for Teacher Quality.
- Hanover Research. 2013. Student Perceptions Surveys and Teacher Assessments. <https://dese.mo.gov/sites/default/files/Hanover-Research-Student-Surveys.pdf> accessed on 10 December 2017
- Harden, M, R., & Crosby, Joy. 2000. The Good Teacher is More Than a Lecturer – The Twelve Roles of The Teacher. AMEE Medical Education Guide, No. 20: 334-347
- Harmer, Jeremy. 2001. The Practice of English Language Teaching. England: Longman.
- Hutchinson, Tom., & Water, Alan. 1987. English for Specific Purposes : A learning-centred Approach. Cambridge: Cambridge University Press.
- Johnson, Brad., & Mc. Elroy, Maxxon Tammy. 2010. The Changing Role of The Teacher in The 21st Century. <https://pdfs.semanticscholar.org/5a76/0476e274d113824f433a78f15d9d2d41c8a.pdf> accessed on 10 August 2017
- Keller, Tom. 2016. The Various Roles of The Teacher in The English Classroom. German : Grin Verlag, Open Publishing GmbH
- Krosnick, J.A & Presser, S. 2009. Handbook of Survey Research (2nd Edition). San Diego, CA: Elsevier
- Masduki. 2016. Language Center. <https://lc.umm.ac.id>. Accessed on 15 August 2017

- Ministry of Education-Gayana. 2016. Roles of a Teacher in The Classroom.
<https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom.htm> accessed on 15 August 2017
- Nigel, Mathers, & et al. 2009. Surveys and Questionnaires. The NIHR RDS EM/YH
- Nurhayati, Lusi. 2008. TEFL Methodology : Teaching English as Foreign Language Methodology. Yogyakarta: Universitas Negeri Yogyakarta.
- Prensky, M. 2001. Digital Native, Digital Immigrants. On the Horizon Journal, Vol 9, October 2001: MCB University Press.
- Richards, J. 2006. Communicative Language Teaching Today. Cambridge: CUP.
- Saadia Halima Bensaci. 2013. The Role of the ESP Teacher. University Kasdi Merbah Ouargla
- Unal, A. 2014. The Problems Encountered in English for Specific Purposes : Business. Selcuk University, Turkey. A Journal in The Clute Institute International Academic Conference Munich, Germany.
- Widiati, Utami. 2001. The Teaching of EFL Speaking in The Indonesian Context.
- Wilkerson, D., & et al. 2000. Validation of Student, Principal, and Self Rating in 360° feedback. A Journal of Personnel Evaluation in Education, Vol 14, 179-192.
- _____. 2017. <https://www.yourdictionary.com/mapping>. accessed on 15 August 2017
- _____. _____. <https://dictionary.cambridge.com/perceptions>. accessed on 15 August 2017